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Likes, Constraints, Boredom of online-offline BIPA Students and Teachers based on Teacher Perceptions

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Abstract: Likes, Constraints, Boredom of online-offline BIPA Students and Teachers based on Teacher Perceptions. **Objectives:** The research aims to describe preferences, energy, feedback, boredom, and constraints and test different teacher-student constraints. **Methods**: The research population is BIPA teachers worldwide, and a sample of 100 people who have taught online-offline and are willing to complete the Google Form**. Findings:** Teachers and students prefer offline learning. Teachers need energy in offline learning and students in online learning. Student and teacher constraints are low, but more in online learning. Teachers and students experience more boredom in offline learning. The preference for online learning is due to its flexible and attractive media; the obstacle for teachers and students in online learning is an internet connection; the main causes of boredom in online learning are poor connection and long sitting in front of the computer. **Conclusion:** Offline learning is still preferable, despite much boredom.

Keywords: constraints, preferences, boredom, post-pandemic, online-offline BIPA learning.

Abstrak: Kesukaan, kendala, kebosanan pemelajar dan pengajar BIPA online-offline berdasarkan persepsi pengajar. ***Tujuan:*** *Tujuan penelitian mendeskripsi kesukaan, energi, umpan balik, kebosanan, dan kendala serta uji beda kendala pengajar-pemelajar.* ***Metode:*** *Populasi penelitian pengajar BIPA di dunia dan jumlah sampel 100 orang yang pernah mengajar online-offline dengan bersedia mengisi Google Form.* ***Temuan:*** *Pengajar dan pemelajar lebih suka pembelajaran offline. Pengajar membutuhkan banyak energi dalam pembelajaran offline, sedangkan pemelajar dalam belajar online. Kendala pemelajar dan pengajar berkategori rendah, namun lebih banyak dalam pembelajaran online. Kebosanan lebih banyak dialami pengajar dan pemelajar dalam pembelajaran offline. Kesukaan dalam pembelajaran online disebabkan fleksibel dan media yang menarik; kendala pengajar dan pemelajar dalam pembelajaran online adalah koneksi internet; penyebab utama kebosanan pembelajaran online koneksi yang tidak bagus dan duduk lama di depan komputer.* ***Simpulan:*** *pembelajaran offline tetap lebih disukai, meskipun banyak kebosanan.*

Kata kunci: *kendala, kesukaan, kebosanan, pascapandemi, pembelajaran BIPA online-offline.*

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INTRODUCTION

Teachers were used to teaching face-to-face in class before the Covid-19 pandemic. The Covid-19 pandemic has made teachers adapt quickly to online learning. In the post-pandemic period, teachers have also adapted to learning from online to offline. During pre-pandemic, pandemic, and post-pandemic times, teachers had problems with learning. Teacher constraints also vary. Before the pandemic, teachers encountered various teaching obstacles, such as problems with self-autonomy (Moè, Consiglio, & Katz, 2022). Teachers are worried because their students are not motivated to learn and are tired (Salahshour & Esmaeili, 2021).

In general, the obstacle for teachers in online learning during a pandemic is inadequate facilities (Daar & Nasar, 2021; Mukarromah & Wijayanti, 2021). Another obstacle that is also generally faced by teachers is the problem of information technology (IT) (Sahari, Talibo, Nurhayati, & Bukido, 2022; Baalwi, 2020). Teachers do not have the necessary skills and are assessed as students who are not eager to improve their teaching skills in an online environment (Coman, îru, Mese'an-Schmitz, Stanciu, & Bularca, 2020). However, for IT constraints, Baalwi (2020) classifies them into three based on the teacher's IT ability level. Constraints for teachers with low IT skills are their weak knowledge and ability to operate IT or applications for learning activities, not optimal in delivering material, and lack of direct communication and socialization with students; the obstacles for teachers with moderate IT skills are unstable internet networks, not optimal in delivering material, unlimited working hours, and additional fees for internet quota; the constraints for teachers with high IT skills are unstable internet networks, not optimal delivery of material, and additional costs for internet quota.

During a pandemic, teachers also need help in providing material so that it is easy for students to understand, control, and assess students because there are less active in learning (Jamila, Ahdar, & Natsir, 2021). Teachers also have difficulty asking students to activate the webcam so that there is a psychological distance and provide feedback (Jeon, Lee, & Choe, 2022). In addition, teachers must repeatedly inform learning materials because students' facilities are still minimal, such as borrowing parents' cell phones, and there is no internet quota (Fahmalatif, Purwanto, Siswanto, & Ardiyanto, 2021; Pratomo, Nadziroh, & Chairiyah, 2021). Teachers also experience communication problems with students' parents to help students learn (Wijayanti, Utari, & Wijaya, 2022). Finally, teachers need help getting feedback from students in online learning (Ke, Friedrichsen, Rawson, & Sadler, 2023).

Furthermore, the constraints experienced by teachers in learning foreign languages during the pandemic are also the same. Namely, the facilities and internet network need to be better, which impacts interactions between teachers and students (Dewi, Juniarta, & Pratiwi, 2021; Purnama, 2021; Anugrah, 2022). Inadequate facilities, such as audio, make it difficult for foreign language teachers in Korea to manage classes and carry out singing activities and other speaking practices (Jeon et al., 2022). Teachers have limited relationships and interactions with students, talk online, and students do not turn on cameras and microphones, so teachers feel isolated (Ashton, 2022).

In this post-pandemic period, learning is not only carried out face-to-face but also blended and hybrid. Of course, this also creates obstacles for teachers. Nevertheless, educators must meet the demands (teachers will only continue and do their best by adapting, adapting, and continuing to aim for effective communicative language teaching using various online media resources). Educators can move into online mixing to avoid this pressure if the institution instructs that an

online element must exist (Olsen Reeder, 2022).

Another problem faced by teachers teaching during a pandemic is boredom. Most teachers find online classes more boring than traditional face-to-face classes (Pawlak, Derakhshan, Mehdizadeh, & Kruk, 2021).The boredom experienced by teachers is significantly related to the psychological disorders they experience, and boredom with a routine during online learning activities is a predictor that contributes significantly to teacher psychological disorders (Ariffudin, Intan, & Rahmawati, 2021). Boredom has been correlated with various human ailments, such as poor artistry and school failure (Brissett & Snow, 1993). Boredom is influenced by various factors ranging from microsystems and mesosystems to ecosystems. At the microsystem level, the issues identified were technology, teachers' teaching styles, class control, participants and peers, use of online tools, and class assignments and activities. At the mesosystemic level, factors responsible for boredom include past and present learning experiences and problems at home. Finally, the ecosystem level includes curriculum design, online platform issues, and learner literacy in using online platforms (Kruk, Pawlak, Shirvan, & Shahnama, 2022).

If the teacher is bored, this impacts the learning environment. Teacher boredom is a significant predictor of student motivation. Teacher boredom predicts student boredom (Tam et al., 2019). Previously, Daschmann, Goetz, and Stupnisky (2011) revealed seven situational precursors for class boredom: monotony, less meaningful learning, opportunity cost, too challenged, under-challenged, lack of involvement, and teacher dislike.

In learning, the teacher not only provides material and assignments but also provides feedback. In online learning, instructors can provide immediate feedback, encouraging interaction with other e-learners and e-instructors (chat rooms, discussion boards, instant messaging, and email all offer effective interactions for e-learners) (Cantoni, Cellario, & Porta, 2004).

Meanwhile, BIPA (Indonesian as a Foreign Language) was taught online during the post-pandemic period, and several institutions held it fully offline during the post-pandemic period. Therefore, in connection with the obstacles and boredom in learning during a pandemic and post-pandemic, it is necessary to examine the obstacles and boredom faced by BIPA teachers. However, research related to this has never been done. At the same time, the constraints and boredom of teachers need to be studied so that the learning environment is created with a positive atmosphere. Thus, the aims of this study were

1. to describe the preferences, energy, feedback, boredom, and constraints of teachers and learner based on the teacher's perceptions;
2. to describe the different test between teacher nd student constraints in online and offline learning;
3. identify preferences, constraints, boredom, strategies, and suggestions for online-offline learning based on brief entries.

METHODS

Participants

There are BIPA teachers who are foreign citizens, and there are Indonesian citizens. Some of them teach BIPA at home, and some abroad. Indonesian Foreign Speakers (BIPA) teachers who have taught BIPA online and offline are part of the research population in Indonesia and abroad. Sampling used a voluntary sampling technique with 100 BIPA teachers as respondents.

Research Design and Procedures

This study used a cross-sectional research design and was carried out in the post-Covid-19

period. Data collection was carried out for five months (June-October 2022). Google Forms is used for primary data collection. In addition, the questionnaires distributed via WhatsApp (WA) to BIPA teachers sent by the Center for Language Strengthening and Empowerment, the Language Development and Development Agency, and the Ministry of Education and Culture to teach BIPA abroad (formal requests to related institutions), as well as requesting assistance the willingness of BIPA teachers who are members of the WA Group of the BIPA family to become respondents.

Instruments

The variable studied in this study is the perception of BIPA learning activities, which consists of several indicators: preferences, energy, feedback, boredom, and constraints experienced by teachers and students based on teacher perceptions during online-offline learning. Boredom is a negative emotion due to dissatisfaction which causes a decrease in attention and vitality, making a person withdraw (Lewinski, 2015 and Fahlman, 2009 in Derakhshan, Kruk, Mehdizadeh, & Pawlak, 2021). Obstacles faced by teachers are learning activities that are not carried out properly: giving material, giving assignments, correcting assignments, and giving exams/tests (Brown, 2006). Based on the theory of each of these indicators, the instrument was then compiled and developed directly by the researcher into questions (non-test). For the constraint variables, there are 16 questions related to material, assignments, and exams/tests (teacher-student and online-offline). Additionally, there are four questions for preference, energy, and boredom (teacher-student and online-offline). As for feedback, there are two questions (teacher-student and offline-online). The questionnaire used a Likert scale of 1-5, namely 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. To find out how accurate and how consistent the measuring instruments that have been made are, a test of the instrument was carried out on 30 respondents with the essential criteria. Reliability test results on learning activity variables consisting of indicators of liking, energy, feedback, boredom, and constraints already have a Cronbach Alpha of 0.615 (already reliable). In addition, in the validity test, each indicator is e" 0.3 (valid).

Open questions in the teacher's questionnaire were given to all teachers. For this open-ended question, the questions are related to the reasons teachers and students like online-offline learning, teacher-student constraints in online-offline learning, teacher-student strategies in dealing with online-offline learning constraints, and things that make teachers bored students. For example, in online-offline learning, the activities carried out by the teacher when he sees students are bored and student activities when they are bored in online-offline learning, teaching strategies for eliminating boredom and boredom of students in online-offline learning. An open-ended question about boredom is also adapted from (Drakhshan et al., 2021).

Data analysis

The data obtained from the survey results are then processed in Microsoft Excel through editing, scoring, data entry, cleaning, analyzing, and interpretation. Furthermore, specifically for open questions, the data collected was 50 respondents with complete answers, and then the results were processed first through preprocessing activities. Preprocessing is a data selection activity that makes the data obtained easy to understand. This preprocessing activity

begins by copying and tidying up all the respondent's answer data into Microsoft Excel and then processing it through five preprocessing stages.

1. Spelling normalization, an activity to correct abbreviated words or spellings that are not by good and correct Indonesian rules;
2. Case folding is an activity to change all letters in a document to be uniform;
3. tokenizing, an activity separating the text contained in the document into independent words (not influencing each other);
4. filtering, an activity to remove unnecessary words;
5. Grouping and arrangement of sentences are carried out based on groups of keywords found using good and correct Indonesian.

After the survey data was processed using Microsoft Excel, the data was then analyzed using the Statistical Package for Social Science (SPSS) 25.0 for Windows. In addition to reliability and validity tests, this study used descriptive analysis, paired t-tests, and independent t-tests of differences. Descriptive data analysis was conducted to determine the description related to the distribution of all the variables used. Furthermore, the results of the analysis are presented in tabular form. In the survey data, grouping was carried out based on the female and male gender, as well as offline and online learning. All items from each indicator are summed beforehand to calculate the index and categorized based on the cut-off according to Khomsan (2000), namely low (<60), medium (60-80), and high (>80) categories.

■ RESULTS AND DISCUSSION

Description of Teacher Likes, Energy, Feedback, Boredom, and Constraints

This study uses five variables to determine the learning process of BIPA Online and Offline teachers on themselves. The five variables are preferences, energy, feedback, boredom, and constraints. First, preferences; the survey results show that more than half of the teachers strongly agreed that they liked teaching BIPA offline. Second, more than a third of respondents strongly agreed that they always use much energy in teaching offline. Third, half of the teaching respondents strongly agreed to provide much feedback on offline learning. Fourth, the survey results show that more than a third of teachers strongly agree that teaching BIPA offline is boring. Finally, respondents stated that the teacher has the largest percentage of rarely to sometimes experiencing problems in the online and offline learning process. Even so, the obstacles experienced by teachers in online learning are the activity of giving assignments; almost a third of respondents agree. The distribution of the teacher's answers to himself regarding the variables of the online and offline BIPA learning process is presented in detail in Table 1.

Table 1. Distribution of teacher's answers to himself regarding the variables of online and offline bipa learning processes

Variable/Item statements	Answer Choices (%)				
	1	2	3	4	5
Likes					
1. I like teaching online	4	13	24	40	19
2. I like teaching offline	0	2	6	30	62
Energy					
1. I use a lot of energy into teaching online	0	8	29	31	32
2. I use a lot of energy into teaching offline	2	6	13	43	36

Feedback					
1. I give a lot of feedback in online learning	0	2	24	48	26
2. I give a lot of feedback in offline learning	1	3	5	41	50
Bored					
1. I'm bored of teaching online	4	12	26	41	17
2. I'm bored of teaching offline	5	6	8	45	36
Variable/Item statements	**1**	**2**	**3**	**4**	**5**
Constraints					
1. Overall, I have constraints teaching online	7	44	30	16	3
2. Overall, I have constraints teaching offline	30	40	14	13	3
3. I have constraints in giving assignments online	2	30	36	28	4
4. I have constraints in giving offline assignments	43	39	11	5	2
5. I have constraints correcting online assignments	18	44	23	15	0
6. I have constraints correcting offline tasks	42	39	9	8	2
7. I have constraints in giving online learning exams/tests	28	45	16	9	2
8. I have constraints giving offline learning exams/tests	46	38	8	7	1
9. I have constraints correcting online learning exams/tests	22	35	23	19	1
10. I have constraints correcting offline learning exams/tests	41	40	10	6	3

Note to Likes, Energy, Bored: 1 = Strongly Disagree; 2 = Disagree; 3 =Neutral; 4 =Agreed; 5 = Strongly Agree
Note to Constraint : 1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always

Table 2. Levels of constraints experienced by teachers during the online-offline learning process

Variable	Category						Min-Max	Average ±SD
	Low		Medium		High			
	n	%	n	%	n	%		
The level of obstacles experienced by teachers during the online learning process	89	89	11	11	0	0	0-75.00	36.2±18.25
The level of obstacles experienced by teachers during the offline learning process	94	94	5	5	1	1	0-83.33	22.5±20.95

Furthermore, most teachers need more support during online and offline learning. Nonetheless, the low level of constraints is more on offline than online learning (Table 2).

Four variables are used to determine the teacher's assessment of students in the online and offline BIPA learning process. The four variables are preferences, energy, boredom, and constraints. First, preferences; the survey results show that the largest percentage of teachers strongly agree that students like learning BIPA online and offline. However, they mostly agree that students like to study offline. Second, the largest percentage of respondents stated that they strongly agree that students use much energy in offline learning process. Third, the largest percentage of respondents also stated that they agreed that students were bored with the online and offline learning process. Finally, respondents stated that in the online and offline learning process based on the teacher's assessment, students have the largest percentage in terms of rarely to sometimes experiencing problems. Nonetheless, teachers strongly agree that almost a third of

students have problems with online learning and doing online assignments. The distribution of teachers' answers to students regarding the variables of the online and offline BIPA learning process is presented in detail in Table 3.

Table 3. Distribution of teacher's answers to students regarding variables of online and offline bipa learning processes

Variable/Item statements	Answer Choices (%)				
	1	**2**	**3**	**4**	**5**
Likes					
1. Students like teaching online	2	8	34	41	15
2. Students like teaching offline	0	2	8	34	56
Energy					
1. Learners use a lot of energy in online learning	0	11	33	36	20
2. Learners use a lot of energy in offline learning	13	18	22	24	23
Bored					
1. Students get bored studying online	1	11	36	41	11
2. Students get bored studying offline	5	6	8	45	36
Variable/Item statements	**1**	**2**	**3**	**4**	**5**
Constraint					
1. Overall, students have constraint learning online	2	30	36	28	4
2. Overall, students have constraint in offline learning	20	42	21	16	1
3. Students have constraint doing online assignments	2	39	23	26	0
4. Students have constraint doing offline assignments	35	43	18	3	1
5. Students have constraint in taking online learning exams/tests	9	44	26	19	2
6. Students have constraint in working on offline learning exams/tests	34	48	12	6	0

Note to Likes, Energy, Bored: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agreed; 5 = Strongly Agree Note to Constraint : 1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always

Furthermore, most teachers consider that students need more support during online and offline learning (Table 4). Even so, there are still fewer obstacles in offline learning than in online learning. For example, the average level of difficulty experienced by students is <50.

Table 4. Levels of constraints experienced by students based on teacher assessments during the online and offline learning processes

Variable	Category						Min-Max	Average ±SD
	Low		Medium		High			
	n	%	n	%	n	%		
The level of constraints experienced by students is based on the teacher's assessment during the online learning process	78	78	21	21	1	1	0-83.33	43.8±20.26
The level of constraints experienced by students is based on the teacher's assessment during the offline learning process	97	97	2	2	1	1	0-91.67	26.5±19.47

Teachers prefer to teach offline than online. Likewise, according to the teacher, students prefer to study offline rather than online. This finding is also consistent with Wulandari, Wera Agrita, and Hidayatullah (2020), that almost all students prefer offline learning to be online. Kuraesin, Fahira, Afdillah, Fatmah, and Jariyah (2022) also revealed that more than two-thirds of students prefer offline learning rather than online. Even so, in these two forms of activity, each has reasons for liking, but there are the same reasons for liking online learning, namely saving time, energy, and costs, as well as being flexible. It differs from Jansem's findings (2021) that some respondents stated that online learning was practical or flexible, and some still needed to.

The energy needed by teachers to teach online is less than offline. In contrast, learners need more energy in online learning than offline. From research, it is also known that they provide more feedback in offline learning than online. That is, they need the energy to provide feedback. The more teachers provide feedback; the more energy is needed so that it becomes tiring (Kermanshahi & Pishghadam, 2022). Apart from that, from short entries, teachers need the energy to go to the teaching place, and there are traffic jams. It is different from other studies. Teachers need much energy to create more pedagogical strategies in online learning (Wooden, 2022). Teachers need much energy because of the increased workload in online learning (Aldossari & Altalhab, 2022). Teachers are willing to be flexible with deadlines and devote more energy and personal time to supporting students (Ke et al., 2023). Teachers need the energy to learn and adapt in preparing for online learning (Yasmin, 2022).

Teachers experience more obstacles in teaching online than offline. This obstacle is experienced by female teachers more than by male teachers. It shows that male teachers are better prepared for online learning to minimize online teaching obstacles. It is consistent with Çýnar, Ekici, and Demir (2021) that male teachers are better prepared for online learning than female teachers. The obstacles faced by BIPA teachers in online learning were also found by Ashton (2022), namely, the difficulty of asking students to turn on the microphone and camera so that the teacher is stressed, isolated, and lonely. The obstacle to online learning is the obstruction of direct communication between students and teachers, namely direct communication and the loss of human touch (Dhawan, 2020). Another obstacle teachers face mastering technology (Rahmawati & Febriani, 2021), while the obstacles experienced by students are limited internet quota and gadgets (Anggianita, Yusnira, & Rizal, 2020). Teachers say they can deal with offline learning more than online and offline learning is better than offline (Selvaraj, Radhin, KA, Benson, & Mathew, 2021).

Test the Differences between Teacher Constraints in Online and Offline Learning

Based on Table 5, it can be seen that the value of Sig. (2-tailed) on the constraint is 0.000. It means that there is a very significant difference between the constraints experienced by teachers during online learning and offline learning. The average level of constraints experienced by teachers during online learning is 36.25 percent (low category), and offline constraints are 22.50 percent (low category). Nevertheless, the obstacles experienced are still in the low category. However, when viewed from the average value, the level of constraints felt by teachers during offline is lower than during online learning (Table)

Table 5. Different test paired t-test of teacher constraint variables in online-offline learning

Variable	Average		P-value
	Online	Offline	
Constraints	36.25	22.50	0.000

Description: *Significant at p<0.05; **Significant at p<0.01

Based on Table 6, it can be seen that the value of the different tests on online constraints based on gender is 0.02. It means that there is a significant difference between the level of constraints during online learning between male (34.46) and female (37.12) teachers. Female teachers had a higher average difficulty level during online learning than their male counterparts. However, in offline learning, there is no significant difference in the level of constraints felt by males and females (>0.05).

Table 6. Independent difference test t-test of teacher constraint variables in online-offline learning based on gender

Variabel	Average Online		P-value	Average Offline		P-value
	Men	Women		Men	Women	
Constraints	34.46	37.12	0.02	23.61	21.95	0.08

Description: *Significant at p<0.05; **Significant at p<0.01

Based on Table 7, it can be seen that the value of Sig. (2-tailed) on the constraint is 0.000. There is a very significant difference between the constraints experienced by students based on the teacher's assessment during online and offline learning. The average level of constraints experienced during online learning is 43.83 percent (low category), and offline constraints are 26.50 percent (low category). Even though the obstacles experienced are still in the low category, judging from the average value of the level of constraints felt by students based on the teacher's assessment when offline learning is lower than when learning online (Table 7).

Table 7. Different test paired t-test of student constraint variables based on teacher assessment during online and offline learning processes

Variable	Average		P-value
	Online	Offline	
Constraints	43.83	26.50	0.000

Description: *Significant at p<0.05; **Significant at p<0.01

The obstacles faced by students in online and offline learning, according to the teacher, are low, but the obstacles in online learning exceed offline learning. It is in line with the findings of Coman et al. (2020) that online learning is considered much more difficult than offline, and the main obstacles in online learning are technical problems, such as connecting to platforms, signal loss, delays in seeing messages, and unclear sound.

Online-offline learning likes, constraints, boredom, strategies, and advice

Based on the short entries, it is known that almost a third of teachers like online learning is its flexibility and the way of interaction and exploration of applications. Another reason for giving materials and assignments is more practical, varied, and interactive media, saving time and costs. From the student side, teachers consider that students like online learning because there is no need to come to Indonesia, costs are lower, and learning media are interesting, flexible in places, interactive, and saves time and energy, as well as games, quizzes, and lively discussions.

Meanwhile, more than two-thirds of teachers prefer offline teaching because they can interact directly with students, and almost one-fifth say it is easier to provide material. On the student side, more than half of the respondents

said that what students liked in offline learning was being able to interact directly with teachers and classmates, and almost a third said more things could be used as materials for practicing language practice.

Even though some teachers like online learning, they still experience problems teaching online. The obstacles teachers face in online learning are the same as those faced by students, namely the problem of bad internet connection and difficulty carrying out physical activities. Nearly half of the teachers said they had problems with the network, while students, according to the teachers, experienced no connection problems. In addition, the obstacle faced by students is interacting with one another, and this was stated by almost a third of the respondents. To deal with obstacles in learning, 1 out of 5 teachers carries out a strategy of improving self-ability through practicing with young lecturers. In addition, almost one-fifth of teachers choose interesting media, explore student enjoyment, and make the material more interactive. To help solve the problems faced by students, more than two-thirds of teachers use strategies in the form of private discussions via WhatsApp, email, or telephone. Regarding the obstacles in online learning, half of the respondents suggested that online BIPA teachers increase competence in mastering technology.

Meanwhile, 1 out of 4 teachers has time management problems in teaching offline. In addition, one-fifth experienced traffic jams going to offline teaching places. These obstacles differ from those faced by students, where almost a fifth of teachers say that their students are constrained by language and culture and spend a lot of energy and time.

Based on the short entries, it is known that almost all teachers are not bored teaching offline. If anyone is bored, it is caused by less active students. Furthermore, almost a third of students get bored studying offline because the learning methods are monotonous (not interactive), and the material needs to be more theoretical. Even so, they are also bored with online learning. The things that make them bored in online activities are unstable internet conditions and long sitting in front of the computer.

Furthermore, other causes are methods that could be more varied, and 1 in 10 respondents said that students are bored because of the monotonous online teaching style. The activity that more than two-thirds of teachers do when they get bored teaching online is to invite students to discuss. In contrast, the activity that more than a third of students do when they are bored with online learning is silence. Nearly half of the student strategies eliminate boredom while studying in sleep and offline online classes, and more than a third ask questions.

When they see that their students are bored, what the teachers do is that more than a third of the teachers point or call students' names and give assignments for case studies by discussing, and 2 out of 10 teachers give games/quiz games. Furthermore, the strategy adopted by the teacher so that he does not get bored teaching online is to do his job professionally and look for more interesting teaching techniques. Nearly half of the teacher's strategy in helping students get rid of boredom while studying in online classes is to make challenging games or projects, and almost one-fifth tell their students that they understand what students are experiencing. Meanwhile, the activity teachers do when they are bored of teaching offline is playing games with students (ice breaking) (see Appendix: Table 8).

BIPA teachers also experience boredom in teaching both online and offline. However, teachers feel more capable of teaching offline than online. Based on the brief entries, it is known that the boredom experienced by teachers is more caused by inadequate facilities, namely bad internet connection and a learning atmosphere that makes them have to sit for a long time in front of the computer. According to Khotijah,

Rahayu, Nafiah, and Hartatik (2021), teachers and students experience boredom because they keep staring at computer or cellphone screens with no interaction. This boredom is significantly related to the teacher's psychological problems (Ariffudin et al., 2021). Teachers experience more mental and physical stress online than offline learning, including headaches, eye strain from spending long hours at the computer, back pain, lack of motivation to teach, anxiety, and stress (Selvaraj et al., 2021).

BIPA teachers consider that students have boredom with online learning. The common cause is connection problems, but other causes are consistent teaching methods and styles. It is also consistent with the findings of Coºkun and Yüksel (2021) that the most common cause of boredom is the monotonous nature of English lessons and the participants' dissatisfaction with the lesson. Ashton (2022) revealed that language teachers in New Zealand found that their students experienced boredom during online learning. According to the teacher, the existence of obstacles faced by students was also found by Jeon et al. (2022) in learning language in Korea; namely, audio does not work when learning to speak. The existence of boredom causes students to be less enthusiastic, so teacher humor is needed because teacher humor gives positive energy to students (Bieg, Dresel, Goetz, & Nett, 2022). The boredom experienced by students can be seen from the teaching and student factors. When viewed from the teaching factor, boredom in learning can be caused by the teacher doing experiments that make students uncomfortable and feel they have little time to study (Daumiller et al., 2021); teachers who are unhappy, not tough, do not create a positive emotional atmosphere in the classroom (Ergün & Dewaele, 2021). In addition, the boredom experienced by students is also caused by 1) reluctance to learn languages and the inability to find (interesting) tasks, 2) lack of creativity, focus, and involvement, and 3) changing perceptions of time, lack of language skills and monotony (Pawlak, Kruk, Zawodniak, & Pasikowski, 2022).

■ CONCLUSIONS

Offline learning must be partially replaced by online learning. Both teachers and students prefer to follow the learning process offline rather than online. They face obstacles in online and offline learning in the low category. However, these constraints are higher online than offline, such as assignments and exams. Constraints in teaching online are also experienced by female teachers more than male teachers. Even though teachers and students have more obstacles in online learning, they are more bored with offline learning than online. That is, the obstacles in online learning do not cause boredom because the attractiveness of online learning media has made them happy.

More teachers and students get bored with offline activities, while online learning has more obstacles. Thus, learning can only be carried out partially in the offline or online form. However, merging can be carried out, namely several online and some offline meetings. The boredom of offline activities can be minimized by interspersed with interesting online learning media.

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